

# Marking and Feedback Policy



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## **Rationale**

The Education Endowment Foundation explain that providing good quality feedback to students has a high impact on learning outcomes (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>).

At Ingfield Manor School, we believe all students have the right to receive feedback (information given to the individual about their performance, relative to goals or outcomes) on their learning. This should include positive feedback, to boost self-esteem and aspirations, as well as information about how to progress their learning. Providing feedback in the moment, as well as through the marking of workbooks/folders, supports students to become reflective learners.

## **Our Approach to Marking and Feedback**

All the children and young people who attend Ingfield Manor School have long term outcomes set in their Education Health and Care Plan in the areas of cognition, communication and physical and these are used to inform the annual targets, set in consultation with students and their parents. To support the students to achieve their annual targets, termly objectives are set at the start of each term and shared with students and their families. Teachers use these objectives to inform their planning and set SMART lesson targets in each of the three areas to help individuals make progress towards these objectives, including attitude to learning.

Feedback on achievement and progress is provided verbally throughout the lesson by the teacher and adults supporting and time is given at the end of the lesson for self, peer, and staff evaluation of achievement towards the lesson targets. This information is recorded on the lesson target sheet, so students are able to reflect on this in the next lesson, as well as to demonstrate their learning journey. Teacher's feedback includes the next steps the student needs to work on to enable them to continue to make progress and is provided verbally, as well as recorded on the target sheet, and links with marking in the workbook/folder.

## **Principles of Marking and Feedback**

Any feedback, whether in writing or verbal, provides an opportunity for positive interaction between the teacher and/or member of staff in a supportive role, and the student/s. It should happen during learning and at the completion of a task/lesson, and be constructive, meaningful and specific, recognising students' achievements ie what they can currently do, and the steps needed to enable them to make progress.

All staff should take into consideration individual student's receptive language skills when providing verbal feedback and provide the necessary vocabulary to enable students to respond, as well as provide self and peer feedback.

Feedback from the student and staff member supporting them should be completed on the lesson target sheet before the end of the lesson and the teacher's comments, including next steps should be recorded before the next lesson and reflect the verbal feedback given in the lesson. All completed lesson target sheets should be filed within the student's book/folder, together with annotated work products or photos relating to the lesson, to show the learning journey of the individual.

The annotation of student's work should indicate the level of support the student received, as well as provide feedback on achievements and next steps. Photographs should be annotated to explain the activity being undertaken and detail the student's participation and achievements.

## **Roles and Responsibility**

### **Teachers**

Identifying and addressing learning needs is the responsibility of all teachers. The aim of teacher feedback is to acknowledge achievements and promote improvements, which should inform future planning. Therefore, teachers should have high expectations for all students, which should be matched by their planned actions and interventions to ensure students have the opportunities to meet them.

Teachers are responsible for ensuring students and the staff supporting them have sufficient time and means to communicate meaningful feedback. They should ensure there are opportunities for peer feedback when appropriate.

Also, teachers should ensure that the level and quality of feedback given to students, both verbally and in writing, is motivational, supports the development of self-esteem and provides students with the information needed to enable them to make improvements.

It is the teacher's responsibility to ensure that students' workbooks/folders are of a high standard and reflect the value that we place on students learning. Teachers should ensure that completed target sheets are stored for each lesson together with any marked work products and annotated photographs.

Students' workbooks/folders should be available to all students throughout the learning process and the teacher should encourage them to reflect on previous feedback when considering how to achieve their targets.

### **Staff Supporting Learning**

All staff supporting students within class should provide positive feedback throughout the learning process, which helps build self-esteem whilst addressing any misconceptions and providing information on how the student can improve and make more progress.

It is important that staff supporting learning appreciate that they are often the teacher's eyes and ears, so their feedback needs to be truthful and specific, to ensure it is meaningful and useful to inform future planning.

All staff should provide opportunities for students to reflect on and provide feedback on their own learning, as well as their peers, when appropriate. This includes providing students with sufficient thinking time, as well as the necessary vocabulary/means to enable them to communicate their feedback so they are actively involved in the process.

Supporting staff should facilitate students to reflect on their previous learning and feedback at the start of each lesson, and to use this when considering how to achieve their lesson targets.

### **Students**

All students should be receptive to positive, constructive feedback, listening to and acting on advice to enable them to make bigger steps of progress.

All students should reflect on their own learning and communicate this, using provided vocabulary when necessary. They should also provide constructive feedback to their peers when this is requested.

Students should revisit the feedback from previous learning at the start of the next lesson and use this information to support them to achieve the new lesson's targets.